

What it looked like last unit



Early Civilizations

Using your knowledge of prehistoric history in Britain and that of the Egyptians, you gained a more in depth introduction to world cultures and ancient civilizations, making links with your previous learning

Vocabulary (definitions)

Auxiliary – Soldiers not native to Rome
Centurion - a professional officer of the Roman army who commanded a century of around 80 **legionaries**.
Legate - a general or governor of an ancient Roman province
Cohort - an ancient Roman military unit, comprising six centuries, equal to one tenth of a legion
Claudius - Roman emperor from AD 41 to 54
Caesar - a Roman statesman and military leader who was the first Emperor of the Roman Empire
Nero - Roman emperor from 54 to 68 CE
Forum - public square or marketplace of an ancient Roman city that was the assembly place for judicial activity and public business
Plaza – rectangular form of the Forum
Basilica - a large oblong hall or building used in ancient Rome as a law court or for public assemblies.

What it looks like next unit



Anglo-Saxons, Picts and Scots

You will have a knowledge of prehistoric history in Britain and the Roman invasion, you will then find out about and compare the next invaders to Britain's shores chronologically.

Sequence of Learning

1. Understand the terms 'invade' and 'settle' and to place the Romans on a timeline.
2. Find out why and how the Romans successfully invaded Britain.
3. Find out who was in Britain when the Romans invaded and learn about their way of life.
4. Explore who Boudicca was from different points of view.
5. Find out about the results of Boudicca's revolt.
6. Find out about life in Roman Britain.
7. Know how the Romans have influenced our lives today.

Year 4 – Invaders and Settlers: The Romans

Cultural Capital

You will move on from the pre-history period to the next invaders of Britain chronologically, the Romans and explore the impact that the Romans had at the time and on our modern lives.



- When did the Romans arrive and leave?
- How did religion influence the Romans?
- What was life like in Roman times?
- What was the impact of the Roman army?
- Who was Boudicca?

What did the Romans invent that we still use today?

What information do we have on this era and how true is it?



Other Links

Year 3 Pre-historic Britain, Year 4 Anglo-Saxons, Scots and Picts, Year 5 Saxons Vs Vikings, Year 6 Crime and Punishment through the ages, Year 6 A Local Study: The Tudors

Chronological Awareness	Range and Depth of Historical Knowledge	Interpretations of History	Historical Enquiry	Organisation and Communication
Place events from period studied on a timeline. Use terms related to the period studied and begin to date events. Understand more complex terms e.g. BCE/AD	Use evidence to reconstruct life in time studied. Identify key features and events. Look for links and effects in time studied.	Look at the evidence available. Begin to evaluate the usefulness of different sources. Use of text books and historical knowledge.	Use evidence to build up a picture of a past event. Choose relevant material to present a picture of one aspect of life in time past. Ask a variety of questions. Use the library, e-learning for research	Know the period in which the study is set. Display findings in a variety of ways. Work independently and in groups.

Year 4 – Invaders and Settlers: The Romans

Use words and phrases; century, decade, ancient civilizations, period and topic related vocabulary which denotes the period.	Offer a reasonable explanation for some events. Develop a broad understanding of ancient civilisations.			
--	--	--	--	--

Schemas:

1 – Reliability of sources

2 – Invaders and Settlers (and their decline)

3 – Study of everyday life changing over time

4 – Chronology